Interactive Instruction

Interactive Instruction relies heavily on discussion and sharing among participants. Students learn from peers and teachers to develop social skills and abilities, organize thoughts and develop rational arguments. It allows for a range of different types of groupings and interactive methods. Teacher must outline topic, time to discuss, group sizing, and how students will share. Needs refinement of observations, listening, interpersonal, and intervention skills on the part of both the teacher and student. Success of this strategy is heavily dependent on teacher expertise in structuring and developing the dynamics of the group.

Advantages

Interactive instruction provides opportunities for students to interact with peers, experts, and their teachers in such a manner as to improve their social skills as well as their abilities to assess information and structure an effective response to the information. The interaction is often highly motivating for students. The opportunity to interact with others broadens the educational experience of the students and takes them beyond the limitations of the traditional classroom and the knowledge, skills, and abilities of the individual teacher.

Disadvantages

The challenge of using interactive instruction is that "the success of the interactive instruction strategy and its many methods is heavily dependent upon the expertise of the teacher in structuring and developing the dynamics of the group"

Think Pair Share

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student. It is learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

What is the purpose?
- Providing "thinking time" increases quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share"' throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about

the topic are often revealed and resolved during this discussion stage.
- Students are more willing to participate since they don't' feel the peer pressure involved in responding in front of the whole class.
- Think pair share is easy to use on the spur of the moment.
- Easy to use in large class.

How can I do it?
- With students seated in teams of 4, have them number off 1-4.
- Announce a discussion topic or problem to solve.
- Give students at least 10 seconds of think time to THINK of their own answer.
- Using student numbers, announce discussion partners.
- Ask students to PAIR with their partner to discuss the topic of solution
- Finally, randomly call on a few students to SHARE their ideas with the class.

Uses:
- Note check, vocab review, quiz review, reading check, concept review, lecture check, outline, discussion questions, partner reading, topic development, agree/disagree/why, brainstorming, simulations, current events, opinion, develop an opinion.

Hints and Management Ideas
- Assign Partners
- Change Partners
- Give time to Think
- Monitor Discussion
- Timed-Pair-Share
- Randomly Select Students
- Questioning

Brainstorm

Brainstorming is a strategy for generating creative ideas and solutions. It is thinking that is definitely "outside the box." Because its focus is the generating, not the evaluating, of ideas, brainstorming works especially well in groups. An idea offered by one individual may inspire ideas in others in the group, which in turn inspires more ideas.
To brainstorm effectively, a number of guidelines should be followed:
- Clearly define the topic of the brainstorm.
- Make the "rules" clear:
  every idea is welcome, no matter how unusual or improbable,
  every idea is recorded,
  being inspired by others' ideas is desired.
- Have a volunteer write down the ideas for all to see.

Appropriate Assessment and Evaluation Techniques: Teachers may decide to assess brainstorming when it is used in the context of cooperative learning groups. Anecdotal records may be the preferred method of recording data.

Peer Partner Learning

Students work together as partners, one functioning as a "doer" and the other as a "helper"'. The doer performs a task or answers questions; the helper observes and provides feedback and helping information. The doer is the student and the helper takes on the role of a teacher. Later, the partners reverse roles.

Circle of Knowledge

A circle of knowledge "involves each student in thinking and discussing with a peer before sharing ideas with a large group."

Appropriate Assessment and Evaluation Techniques: In this curriculum, the circle of knowledge method is used in the same manner as Reflective Discussion. To assess student learning, teachers may wish to use the Anecdotal Record Form for Reflective Discussion/Discussion/Circle of Knowledge as a data recording method.

Cooperative Learning Groups

Cooperative learning groups "are heterogeneous with respect to student characteristics and have two to six members sharing the various roles. Group members are interdependent in achieving the group learning goal."

*Appropriate Assessment and Evaluation Techniques***:** The self-evaluation instrument *My Group Skills or Performance* can use.

Debate

Debate is an oral exchange of ideas through a specified structure. In Saskatchewan, competitive debate is broken into 3 main styles: discussion, cross-examination, and parliamentary. Each of these styles of debate depends upon good speaking style, strong research skills, the ability to construct argumentation and clash. Clash is directly arguing with the assertion of an opponent. In Saskatchewan debate there are two teams. One is in favor of the resolution and one is against it. The teams are composed of two people each. Resolutions may be policy topics (which require debaters to suggest a specific plan for change) or values topics (which require a discussion of fundamental principles).

Discussion

Discussion begins with the selection of a problem or issue. This issue may or may not have a particular solution. The problem or issue being discussed should be "based on material familiar to students and should conclude with consensus, a solution, clarification of insights gained, or a summary."

Appropriate Assessment and Evaluation Techniques: It is the teacher's decision whether discussion is assessed. Should teachers wish to evaluate discussion,

what is to be looked for must be determined and shared with students ahead of time.

Interviewing

Interviewing, a meeting during which information is obtained by one person from another, is an excellent means for students to gain an insight into another's worldview. Effective on-line interviewing, like face-to-face interviewing, begins with the development of basic skills and thorough preparation. Students may be the interviewer or the interviewee, depending upon the skill set being developed and the information sought.

Appropriate Assessment and Evaluation Techniques: A *Student Self-Assessment for Preparing and Conducting an Interview* of the Templates for Assessment and Evaluation.

Lab Groups

Lab groups are "cooperative learning groups in an experimental setting."

Panels

Panels are "small groups that individually discuss an issue in front of the rest of the class under the direction of a moderator."

Peer Practice

Peer practice "involves each student rehearsing skills or conceptual information with a peer."

Problem-Solving

Problem-solving, or problem-based learning, is a constructivist approach that promotes student involvement and active learning. This instructional strategy uses real-world problems as the organizational focus of student learning. In problem-solving, students are self-directed learners while the teacher acts as facilitator.

The ability to problem solve is a high level cognitive ability that is increasingly important in society today.

The Process: 1. Divide students into small groups. 2. In a meeting between a small group and the facilitator (teacher), the group is confronted with a real-world problem. The facilitator provides only a small amount of information. 3. The students in the group identify and organize any existing knowledge about the problem. The nature of the problem is to be determined. 4. The students ask questions of the facilitator to clarify the different facets of the problem. 5. Once a fuller understanding of the problem is achieved, the students, with the assistance of the facilitator, will offer possible solutions. These solutions should be structured as hypotheses: "If..., then..., because...." Such structure requires the students to more fully explore the potential of possible solutions. 6. The students

will recognize that more information is needed. As a group, the students must identify the specific ideas that require research. The research tasks must be divided among group members. 7. Group members conduct their research, using a variety of sources, as self-directed learning. 8. When the research is complete, new information is shared in the group. The problem is reconsidered in light of the new information and the group subsequently decides upon the optimal solution for the problem. 9. All groups will share their problems and their solutions with the class. 10. The process is complete once the students have reflected their learning as related to both the problem and the process used to solve the problem.

Appropriate Assessment and Evaluation Techniques: Teachers may insert these steps into a checklist, rating scale or anecdotal record template in order to record student information. These steps become the criteria.

Role Plays

Taking on roles and interacting in groups actively involves students in learning opportunities. By taking on a perspective other than their own, students begin to appreciate the beliefs, wants and needs, and motivations of others while trying to find creative and effective solutions to challenges.

Just as role playing may be done in a variety of ways in the traditional classroom, so too are a variety of options available for on-line role playing. Role plays may be highly structured by the teacher or may be of a more spontaneous nature.

Tutorial Groups

"Tutorial groups are set up to help students who need remediation or additional practice, or for students who can benefit from enrichment. A tutorial group is usually led by the teacher. Tutorial groups provide for greater attention to individual needs and allow students to participate more actively. Peer tutoring occurs when a student (the tutor) is assigned to help other students (the learners). The roles played by teacher, tutor, and learner must be explained and

Appropriate Assessment and Evaluation Techniques: This method reflects the organization of student groupings; therefore, teachers will need to choose assessment techniques that are appropriate to the instructional method used. For example, tutorial groups may be used with didactic questions. The teacher would then reference the appropriate assessment techniques for didactic questions.